**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_7th LA \_\_\_ **Grade/Course:** \_\_\_\_7th\_\_\_\_\_ **Date:** Day Three

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| **Unit Title: Two Sides of Every Story** | | **Corresponding Unit Task: This is my story Part 1** |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics?  Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | |  | | --- | | **Unit Vocabulary** | | **Civil Rights Movement-** <http://dictionary.reference.com/browse/civil+rights+movement?s=t>  **Vietnam War**- <http://dictionary.reference.com/browse/vietnam+war?s=t>  **Simile-**A comparison between two unlike things using a word such as like or as  **Metaphor-**A comparison between two unlike things in which one thing becomes another thing.  **Onomatopoeia-**The use of a word whose sound imitates or suggests its meaning.  **Audience-**the person or group for whom a selection is written or performed  **Bibliographic information-**sources consulted by a writer while conducting research  **Compare/Contrast Writing-**expository writing that describes similarities and differences between two or more subjects in order to achieve a specific purpose.  **Credible Source-**a source that is worthy of confidence or belief  **Historical Account-**a written work containing text based on history  **Key Event-**the single most important event in a narrative piece  **Poem/Poetry-**a composition written in verse that often uses rhythm and/or rhyme  \*Definitions taken from *Holt Elements of Literature* 2006 and *Mentoring Mind Common Core* flip chart | | |
| **Materials/Resources** | Laptop, projector, websites, literature book, short stories, etc…. | |

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| **Activating Strategy/ Bell Ringer** | Worksheet—Rosa Parks Changed the Rules (<http://www.educationworld.com/a_lesson/TM/WS_lp297-02.shtml>) |
| **Balanced Literacy Components Addressed:**  X Reading  X Writing   * Word Study   X Speaking & Listening  **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL 7.9**  **RI 7.9**  **SL 7.2**  **L 7.6**  **I Can Statements:**  **I can compare and contrast the textual characteristics of the three Rosa Parks texts. (This is a three day lesson plan)**  **Instructional Plan:**   1. Put the following on the board: (pg 852 in Literature Book) 2. Challenge to Authority 3. Effects of Actions 4. My Response to Actions 5. Feeling about Freedom 6. Put students in groups of three to four to read story on pages 854-858 in Literature Book. Have students answer margin questions while reading. |
| **Closing/Summarizing Strategy** | Respond to the four items on the board in writing as they apply to Rosa Parks. |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| Answer Critical thinking questions on pg. 852. | Given some information for the chart on pg. 852 and prompts for the questions to answer | Students will be reviewing the vocabulary from the unit and any unfamiliar from the stories and videos. |
| **Assessment(s)** | Graphic organizer and chart on pg. 852. | | |
| **Reflection** |  | | |